

EUROPEAN HUMANITIES
UNIVERSITY

STRATEGIC PLAN

2016 - 2021

February 2016

EUROPEAN HUMANITIES UNIVERSITY STRATEGIC PLAN 2016-2021

I. BACKGROUND

The European Humanities University (EHU) was founded in Minsk in 1992 with the intention of creating an educational institution designed after western-style colleges and universities, rooted in the foundational study of the humanities and the social sciences. Its primary purpose was to prepare young men and women to assume responsible roles in the future societal development of a free and open Belarus as thoughtful professionals and civic leaders in their respective fields. While extremely ambitious, given the historical and cultural conditioning of the totalitarian and post-totalitarian environment of the Belarusian population, the challenge was courageously embraced by both the EHU academic community and a family of international donor organizations and friends, all equally dedicated to this common purpose. Educational models belonging to free societies were chosen to provide the framework for EHU's design and development. The challenges resulting from EHU's 'place' and 'cultural context,' became immediately apparent as EHU struggled to replicate an educational model that would realize its goals.

The institutional models closest to what was required were to be found across Western Europe, Great Britain and the United States. Here is seen a deep appreciation of the importance of the humanities and the social sciences to civilized, open societal development. Curricular models of various kinds were in abundance. It was the structural, organizational and financial models, however, that posed the far greater challenge. In these regards, the American model of private small colleges and universities, in particular, differs from those of Europe in significant ways.

In 2013-2014 the EHU community was beginning to anticipate the celebration of its 10th year in Vilnius, thanks to the hospitality and generosity of the people of Lithuania, and the 25th year anniversary of its host's independence. But it was the accumulated effects of first, the difficult years of establishment and political confrontation in Minsk, and second, the years of

relocation and reestablishment, that had begun to take its toll on a dedicated community of educators and leaders. The past two years have more than tested the EHU's ability to enter its third period of existence. Significantly, this third period occurs at the very time that major challenges in the international realities of the region and around the globe - political and economic - have taken, once again, dramatic turns.

The University's Board of Governors recognized the moment called for serious self-reflection, possible redefinition, and decisive action. This has resulted in the strengthening of a stable academic *collegium* physically present in Vilnius, fully functioning in accord with the expectations and laws of Lithuania; a review and revitalization of the University's governing Statutes, reinforcing and strengthening the original founding principles of free and politically unfettered thought, democratic governance, and high academic standards; and, an absolute commitment to gaining sustainable financial security that would balance the dual educational and political dimensions of the institution's mission in the future. It has also resulted in serious reflection on the future nature of the relationship between the European Humanities University and its place of residence, Lithuania.

EHU: Political Project, University or Both?

Setting aside the now well-known later political displacement and exile of the institution in 2004, the challenges resulting from EHU's 'place' and 'cultural context,' became immediately apparent as EHU struggled to replicate an educational model that would realize its aspirations as both an educational entity and a politically funded project. No single institutional model, either educationally or structurally, precisely suited EHU's situation. It had to become a hybrid of its own making.

While EHU functions with an educational model reflective of a private liberal arts/professional institution, the financial and business model does not. This has significant implications for the realization of the educational and political mission of EHU.

- The tuition and scholarship levels are such that EHU is not tuition driven, nor can it be within the current business model, deriving only 14% of its income from Belarusian students unable to pay higher tuition.
- Alumni and other forms of private contributions are in the very early development period of EHU's life. The alumni population is very small and has limited philanthropic potential. Furthermore, educational philanthropy has a very short history within

European cultures where higher education is viewed as an entitlement and the obligation of the state.

- Donor support from governments and foundations provided within the structure of a trust fund has served in the place of an endowment, higher tuition revenues and alumni support. It differs in a fundamental way from an endowment, however. Since it has to be subject to annual governmental review and approvals, necessarily, it comes with limited time commitments and unpredictable annual funding levels. Consequently, it does not permit the institution to plan as responsibly as is professionally appropriate for an institution of higher education and inhibits the university's development of the strongest long-term strategies for success. It is what is commonly referred to as 'soft' funding and can only produce 'soft' and short term planning.

EHU is an institutional hybrid with a mission which differs dramatically from other higher education institutions, whether they are in Europe or North America. While this has always been understood, its implications are only now coming to be fully appreciated and must direct the course of planning EHU's *raison d'être* and, indeed, its *raison d'état*, merge in the question of both its present and future in the current circumstances of state and culture for Eastern and Western Europe. As a university, it is committed to the education of its students in preparation for the life of enterprise and family that awaits them, both inside and outside of Belarus. As a 'project' it remains committed to the political purpose of advancing the values and political and economic structures of civil society, specifically on behalf of the Belarussian peoples. It is within this context that EHU has undertaken an examination of its current-state-of-affairs and entered into the current planning process. In so doing, the University must ask itself whether the original challenges and needs that led to EHU's founding in 1992 remain at least as critical today, if not more so. And further, given the current geo-political realities, what form, and what is the necessary level of funding that is required to sustain the mission at a high quality level?

Several critical factors have combined which dictate the necessity for a new round of planning: 1) enrollment is declining as a result of external economic forces; 2) amidst competing political claims, donor financial support is diminishing 3) the external political environment is becoming increasingly volatile and unpredictable, particularly in relation to EHU's Belarussian-East European mission; and 4) there is a growing realization that the old plan did not address the "central core" of the EHU educational enterprise, the teaching and learning process.

Given this background, the European Humanities University is determined to address critically important issues regarding enrollment, facilities, academic programs, and long-term financial health within the context of both internal and external highly dynamic social, political and economic events. It was to this end that in July 2015, the Board of Governors and the Rector initiated a comprehensive, formal planning process.

II. THE PROCESS

There is no single "best" process of strategic planning in higher education, owing both to its relatively recent use by colleges and universities and to the variety of academic cultures and governance systems. The process adopted by the European Humanities University is one in which the organization sketches a picture of where it wants to be at some future date in light of its mission and purpose, along with accompanying strategies for achieving the conditions from which that picture is composed.

In July 2016, the Rector created a 17 person all-university representational Strategic Planning Committee (SPC) composed of faculty, administrators and students. They were charged with:

- 1) Planning of the Strategic Planning Process
- 2) Review and Revision of the University Mission
- 3) Conducting a SWOT and PEST analysis
- 4) Review of possible EHU strategic developments
- 5) Set goals and objectives, responsible persons, resources and timetables

Two sub-groups of 8 persons each were created for these tasks and focus group meetings within the community were undertaken. The Strategic Planning Committee met with one another and members of the University community over an 8 week period with periodic reports to the Faculty Senate.(Attachment #1)

The PEST sub-committee focused on the following set of external factors:

- Political factors
- Social factors
- Economic factors
- Technological factors

The SWOT sub-committee focused on the following set of EHU activities:

- Research (High quality research and artistic practices)

- Management (Effectiveness)
- Studies (Student oriented and outcomes based studies)
- Community (Social Partnerships)

Based upon these analyses, the planning model includes six steps, the final two of which remain to be undertaken:

1. Examination of the University as it exists today, its strengths, weaknesses and current condition.
2. Assessment of the opportunities and threats in the external environment. What forces are likely to impact the University? How can the University take advantage of those forces or position itself to reduce their negative impact?
3. Description of the University as we wish it by the year 2021 based on our updated Mission
4. Creation of broad strategies that, if followed, will lead to achievement of that collective vision for the University.
5. Development of specific action steps to achieve those strategies by those individuals responsible for implementing the plan.
6. Periodic monitoring of progress toward meeting the objectives of the plan and of any changes that may be necessary during the course of the plan.

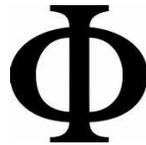
Early in the process, the SPC reviewed an analysis of explicit and implicit institutional core values and raised several issues regarding the adequacy of the University's current mission statement. The mission statement was revised, presented to the Faculty Senate, and the Donors Assembly, as well external stakeholders.

Members of the Strategic Planning Committee:

Aliaksandr Kalbaska, Co-Chair
 David Pollick – Rector
 Oleg Bresky –Faculty/Administration
 Bernardas Gailius – Administration
 Dalia Kaminskaitė – Administration
 Dzianis Kuchynski – Student

Ryhor Miniiankou, Co-Chair
 Tatsiana Chulitskaya -Faculty
 Alina Juskiene - Administration
 Mariya Kotsupalova - Student
 Galina Orlova - Faculty

Alla Pigalskaya – Faculty/administration Justina Poskiene Administration
Aliaksandr Puptsau –Administration/
Faculty Dainius Sivickis - Administration
Andrei Stsiapanau – Faculty/Administration Maxim Timofeev – Faculty
Katerina Kavalkova, Committee Support



III. STATEMENT OF THE EUROPEAN HUMANITIES UNIVERSITY MISSION AND VALUES

EHU

MISSION STATEMENT

EHU aspires to pursue its mission within a community in which caring and concern for others is a core value. We value strong and nurturing faculty interacting closely with students; encourage individual student development; and affirm the interrelatedness of liberal learning judging rightly in matters of life and conduct, and a lifelong love of learning as the ultimate rewards of the educational experience.

The European Humanities University is a private institution of higher education operating within the European Union for Belarus on the basis of principles of institutional autonomy and standards of the European Higher Education Area. Since its founding in Minsk in 1992, the European Humanities University has remained committed to maintain Belarus. Existing in political exile, it resides in Vilnius and is hosted and receives the support of the citizens of Lithuania

At the heart of EHU is the production and dissemination of socially responsible and critical knowledge in the social sciences and the humanities, ensuring quality education through the integration of study programs with research, creative and applied projects.

EHU uses its potential for the development of a European intellectual space without borders, the return of knowledge to Belarus, the establishment of innovative social partnerships, the development of civic education, and the broadening of human rights and potential through freedom of speech, thought, and research.

IV. THE STRATEGIC PLANNING ENVIRONMENT:

THE LANDSCAPE OF CHANGE

The SPC identified several factors lying beyond the capacity of the University to alter and a few self-evident truths essential to the University's reason for existence, its institutional life and ethos. These form the assumptions or "givens" around which EHU's strategic plan has taken shape.

Perhaps the single most critical assumption is that **the world EHU students will enter will be one of continuous and rapid change in all areas of human endeavor.** Dilemmas on a global scale--third-world population crises, uneven distribution of natural resources, pandemic health threats, continuing degradation of the natural environment--will inevitably lead to further political, cultural, religious, racial, ethnic and economic conflict. These global issues and conflicts, together with the impact of changes in technology, cannot help but impact all societies and they will inexorably alter the future character and functions of higher education. Because these forces are complex, shifting and interrelated, the direction and rate they will take will be difficult to forecast. The second most critical assumption underpinning the new plan is that **the value of a contemporary liberal arts education lies precisely in its ability to prepare people to comprehend and cope with radical change as a permanent condition of their public, political and private lives.** That value will be heightened further by the growing need to help individuals make sense of the flood of data and information available resulting from the new technologies. Knowledge may indeed arise from mere data and information, but only as a consequence of one's capacity for evaluation and judgment, for analysis and synthesis. These capacities, central objectives of a liberal arts education, will become more and more important as the new information-technologies proliferate.

A. THE MACRO ENVIRONMENT: EXTERNAL OPPORTUNITIES AND THREATS

"...no institution will emerge unscathed from its confrontation with an external environment that is substantially altered and in many ways more hostile to higher education and universities." Editor, Policy Perspectives, a publication of the Pew Education Roundtable.

With so much attention on the University's survival right from its founding, the tendency for some understandably will be to cling to what may appear to be at least somewhat secure. This can easily lead to the belief that no dramatic changes should be undertaken. But, to argue thus is to ignore a substantial body of data and studies that show that higher education throughout the western world, is undergoing a period of major restructuring and reassessment.

Clearly, the question is not whether change will occur, but rather what the shape, scope and pace of that change will be and whether strong leadership and a collective will are present at EHU to carry the University forward into a new era. Those intimately involved in the planning process are confident that the College possesses such leadership and institutional will.

B. THE MICRO ENVIRONMENT: INTERNAL STRENGTHS AND WEAKNESSES

A basis for confidence can be found in recognizing this University's successes in the face of extraordinary and formidable odds. There are many that would say EHU's founding, survival and literally thousands of success stories found in the lives of graduates, is nothing short of a miracle.

The primary strengths identified by the committee are a result of decisions and the personal dedication of faculty, staff and administrators and friends throughout EHU's relatively brief existence.

- ❖ A mission of profound social and political importance which is widely recognized.
- ❖ A faculty dedicated to teaching and mentoring, and to close individual interaction with students.
- ❖ A dedicated and loyal staff that are dedicated to EHU and are student-centered.
- ❖ A host country fully committed to EHU's success and sustainability.
- ❖ A number of strong, department-based academic majors which represent the disciplinary core of the University.
- ❖ An emerging international program providing some culturally diverse learning opportunities abroad.
- ❖ An anticipated new campus attractive to students in its up-to-date facilities, aesthetic appearance and in the advantages of location.
- ❖ A strengthened democratic governance structure.
- ❖ Improving alumni and other stakeholder relations at home and abroad.
- ❖ Location within an attractive city recognized as an exciting cultural and artistic destination. enriches the experience of students, faculty, staff, and community.

- ❖ Evolving institutional management, resulting in improved policies and procedures supported by advances in cost-effective management systems.
- ❖ A growing and evolving Board of Governors more capable of providing the essential policy leadership appropriate to its role.

Ironically, the major areas of concern identified by the planning process tend to be the obverse of our strengths:

- A faculty in greater need of professional support and development opportunities in order to more effectively employ new information technologies in the teaching and learning process and to better understand changes in traditional-age and non-traditional students and how those changes are also impacting the learning process. This is particularly complicated by the significant portion of programming delivered through distance learning.
- As a politically dependent University, the effects of the dramatic and shifting realities related to the economics of financing which remain beyond the University's control, i.e., changing donor patterns as a result of wider competing political pressures, devaluation of currencies.
- Difficulty in resolving pedagogical, curricular and marketplace issues involved in the relationship of the liberal arts to that of career and professional education and competencies, a resolution that is especially critical in view of the rapidly changing nature of work and the workplace in our society.
- The challenge of balancing strong, discipline-based academic programming with a strong core structure in the curriculum, as well as with the new information technologies to create a distinctive, educationally relevant, and competitive curriculum for the future.
- The necessity to face the most significant technological challenges, both in terms of institutional operations and the educational processes, thus raising the question of frameworks of cooperation with other universities.
- Both the recruitment of students, and equally if not more important, the retention of students is an ongoing challenge.

C. KEY STRATEGIC ISSUES

During an extensive period of analysis and often vigorous debate, six "key strategic issues" emerged with insistence.

The six critical "strategic issues" facing EHU

- 1) **Financial Sustainability:** How to maintain and increase financial strength during a period of changing needs and expectations, of intense competition for students and resources, and of expanding opportunities challenges and vital public and private partnerships.
- 2) **Addressing the immediate and changing needs of traditional and non-traditional students – face to face and distance learning :** How to provide learning contexts and support services appropriate to the variety of students we serve, an increasing number of whom bring diverse personal problems with them.
- 3) **Belarus:** How to create realistic programmatic goals appropriate and essential to EHU's principle Belarusian and Eastern European mission
- 4) **New technologies:** How to incorporate effectively the new information technologies into the teaching and learning process. How to meet the continuing costs associated with maintaining and renewing that technology
- 5) **An intensifying competitive environment:** How to achieve competitive leadership among similar institutions in terms of appropriate number, mix and quality of students, faculty and staff and in terms of plant, equipment, programs, services and placement of graduates.
- 6) **Curriculum:** How to devise an undergraduate curriculum appropriate to the diverse interests and levels of preparedness of our students that incorporates new technologies, supports strong academic specializations, furthers connections among liberal arts components, and achieves depth, breadth and coherence?

V. STRATEGIC PLANNING GOALS FOR EHU

After surveying the competitive landscape of higher education within our regional and geopolitical context, we have established the following nine broad goals for this Strategic Plan:

1. To sustain the enrollment of incoming classes of the quantity and quality needed by the University, at a financially tolerable discount rate, in the face of declining cohorts of college age students exhibiting changing demographic characteristics in Belarus and Eastern Europe
2. To create a demonstrably superior academic and co-curricular experience for our students that prepares graduates for successful performance in the competitive national and international market place.
3. To continue to encourage the circumstances and possibilities for increased dialogue, potential cooperation and support of the further development of Belarus as a member of the larger European community educationally and politically.
4. To provide financial support for (1) current program requirements, student financial assistance (2) capital (3) maintenance projects, and (4) contributions to long-term financial viability at a time when competing claims for resources are intense resulting from enrollment demographics and geopolitical realities.
5. To attract the philanthropic interest of alumni and friends of the University and sustain their financial contributions in circumstances of limited alumni giving and in an atmosphere of fierce competition among ever more numerous non-profit organizations.
6. To ensure responsible and effective management and administration of the University through quality systems and current policies and procedures.
7. To develop state-of-the-art teaching and learning facilities consistent with the academic program offerings and faculty/administrative requirements of the University.
8. To Identify and seek effective partnerships with institutions that contribute to EHU's mission and sustainability.
9. To ensure the on-going quality and stability essential to a self-perpetuating Board of Governors.

VI. AN IMPLEMENTATION SCHEDULE

1.To sustain the enrollment of incoming classes of the quantity and quality needed by the University, at a financially tolerable discount rate, in the face of declining cohorts of college-age students exhibiting changing demographic characteristics in Belarus and Eastern Europe beginning in 2017.

a.Develop a comprehensive Marketing Plan for the University

Point Person: Chief of Marketing, Communications and Recruitment; Chief of Administration

Key Participants: Head of Student Unit; Heads of Academic Departments

Time Frame: Develop a comprehensive plan by August 2016.

Financial Implications: Staff support in Vilnius and Belarus

Goals: Create integrated marketing messages for the recruitment program to be used to carve out greater market share in the University's primary and secondary recruiting areas. The marketing plan will have the specific purpose of producing a University enrollment of 120 face to face, 100 Distance Learning undergraduate students and 120 graduate students by the opening of the fall 2017 semester.

b. Develop a comprehensive Retention Plan for the University.

Point Persons::Chief of Academic Affairs;

Key Participants: Head of Student Unit; Chief of Administration

Time Frame: Completed by October 2016.

Financial Implications: Cost of consultant.

Goals: Design and implement a retention plan that establishes a steady and realistic rate of retention improvement.

c. Revising, as appropriate, the current Enrollment Management Plan for full-time and low residence undergraduates.

Point Person: Chief of Marketing, Communications and Recruitment

Key Participants: Head of Student Unit; Head of Finance Unit

Time Frame: Completed by October 2016.

Financial Implications: None initially.

Goals: The enrollment management plan seeks to establish and sustain a recruitment and enrollment profile with the following characteristics: acceptance rate of 90%; yield on offer of admission of 85%; new student enrollment target of 330 by fall 2017.

d. Utilize new University facilities to give the campus a powerful gravitational core that will attract new students to the University and help hold current students by enhancing the character of student life at the University.

Point Persons: Chief of Administration; Chief of Academic Affairs

Key Participants: Head of Student Unit; Chief of Marketing, Communications and Recruitment

Time Frame: Academic year 2016-17

Financial Implications: Approximately 250K euros

Goals: To have the Boksto facility functional no later than fall 2016.

e. Redesign the University Website such that it is fully integrated with new marketing messages and information that apply to external audiences of prospective students and parents, alumni, and the local community. Integrate websites of existing University/programs websites.

Point Person: Chief for Marketing, Communications and Recruitment

Key Participants: Chief of Administration; IT

Time Frame: Spring and summer 2017

Financial Implications: Expenditures within current operating budgets for research, software, and student employees; additional funding will be required for website management and content editors and writers.

Goals: Have new website fully functional no later than Spring 2018

f. Recognizing that parents of prospective students are an important audience in their own right, create a new parent-focused section of the Recruitment website.

Point Person: Chief for Marketing, Communications and Recruitment

Key Participants: Chief of Administration

Time Frame: Summer 2017

Financial Implications: Modest.

Goals: Launch in 2016-17

g. Increase enrollment in the current graduate programs. while increasing numbers in the undergraduate program.

Point Persons: Chief of Academic Affairs;

Key Participants: Heads of Academic Departments; Faculty Senate; Chief for Marketing, Communications and Recruitment

Time Frame: By Fall 2017.

Financial Implications: To be determined.

Goals: Increase MA enrollment to 120 MA (Total student body of 800 BA HR, 400 BA LR and 200 MA = 1400 students, or 16 students per full time faculty person (FTE).

2. To create a demonstrably superior academic and co-curricular experience for our students that prepares graduates for successful performance in the competitive national and international market place.

a. Development and implementation of a credible and rigorous student outcomes assessment plan keyed to University-wide and departmental expectations of the competences of graduates including co-curricular activity so that the plan provides assessment of the complete student experience.

Point Person: Chief of Academic Affairs

Key Participants: Head of Core Curricular Center; Department Heads; Faculty Senate

Time Frame: Completed in Spring 2017

Financial Implications: Costs of external verification instruments

Goals: To devise and implement a series of measures, persuasive to the faculty and to external accrediting agencies and persuasive as well to the general public. These measures would appear in the University's reaccreditation self-study which will be submitted in 2017.

b. Encourage superior teaching among faculty by providing support for faculty study and practice of a wide range of pedagogical techniques and practices, including the use of technology, in learner-focused teaching initiatives. Opportunities for new teaching/learning models might include learning communities, first-year (or core) experiences programs, teaching/learning outside the classroom (e.g., field work, travel, performance, service learning), and team-teaching.

Point Person: Chief of Academic Affairs

Key Participants: Academic Development Unit; Distance Learning Center; Department Heads; Faculty Senate; Chief of Administration

Time frame: Academic year 2016-17 and ongoing

Financial Implications: Increased investment in pedagogical innovation

Goals: To encourage the creation of a climate of openness and experimentation among faculty regarding teaching. Evidence of success in these areas would include response of students to exposure to learning-centered teaching initiatives and indications of comparative learning outcomes in these courses.

c. Ensure a high level of student contact with full-time faculty, especially during students' first year at the University, so that students are able to establish first-hand personal and professional relationships with EHU's full-time faculty.

Point Person: Chief of Academic Affairs

Key Participants: Head of Student Unit; Department Heads; Academic Registrar; Faculty

Time Frame: Academic Year 2016-17 and ongoing

Financial Implications: To be determined

Goals: To establish early and direct, personal connections as well as a professional links between the student body and the group of teachers who represent the continuity of the University over time.

d. Scholarship, which may be understood to involve a wide variety of activities, is an essential feature of the work of faculty at EHU. While the University seeks to recognize and encourage all forms of scholarship, it is especially important to encourage and financially support faculty-student research/performance throughout the University.

Point Person: Chief of Academic Affairs

Key Participants: Head of Academic Development Unit; Department Heads; Faculty

Time Frame: Academic Year 2016-17 and ongoing

Financial Implications: Increased support for faculty-student research/performance

Goals: To emphasize the role of students as apprentice scholars/performers at the University. Evidence of faculty-student research/performance opportunities should be found in the number of such opportunities afforded students which will be submitted as part of the reaccreditation self-study in 2017

e. Evaluate and strengthen the faculty advising system that serves all students and is especially responsive to the needs of distance learning students and to students unsure of their choice of their major.

Point Person: Chief of Academic Affairs

Key Participants: Department Heads, Registrar; Head of Academic Development Unit; Distance Learning Center

Time Frame: 2016-17 academic year and ongoing

Financial Implications: To be determined

Goals: To make excellence in academic advising one of the acknowledged hallmarks of the University. Advising should be routinely measured and assessed beginning in 2016-17.

f. In order to demonstrate the relevance and long-term benefit of a degree from EHU, highlight alumni success stories in a variety of media, infusing EHU's website, publications and public locations with compelling stories of the success of the University's alumni

Point Person: Chief of Marketing, Communications and Recruitment

Key Participants: Alumni Coordinator; Chief of Marketing, Communications and Recruitment Alumni Programs, IT , Academic Departments.

Time Frame: 2016-17

Financial Implications: Staffing support

- Services of writer and photographer to interview subjects, write stories, photograph subjects
- Print costs for creation of "posters" of alumni, plus framing for department photos.

Goals: To have 100% of all academic departments covered in print and web by July 2017.

g. Complete the revision and implementation of the Core Curriculum Project.

Point Person: Chief of Academic Affairs

Key Participants: Core Curriculum Committee; Department Heads; Faculty Senate; Head of Core Curriculum Center

Time Frame: Academic Year 2016-17 and ongoing

Financial Implications: Increased support for faculty

Goals: To provide students with a common educational curriculum that embodies the deepest values of an EHU education and prepares them for academic success throughout their years at EHU and beyond. The curriculum will be submitted as part of the reaccreditation self study in 2017

h. Continue the development and implementation of the EHU Preparatory Year Program

Point Person: Chief of Academic Affairs

Key Participants: Department Heads; Head of Core Curriculum Center

Time Frame: Academic Year 2016-17 and ongoing

Financial Implications: Increased support for faculty

Goals: To assist students who are underprepared to begin a normal course of studies at EHU, allowing them to develop critical skills for acceptance and success. Results will be submitted as part of the reaccreditation self-study in 2017

i Complete the further development of a revised Communications media/Journalism program incorporating the opportunities presented by the

utilization of the Media Hub and the new Media Portal, including the potential of a . practically oriented graduate program of investigative journalism and information technologies. Further pursue partnerships with specific public/private entities that have demonstrated interest in programmatic cooperation.

Point Person: Chief of Academic Affairs; Chief of Administration

Key Participants: Head of Academic Development Unit; Head of Media Department, Head of Media Hub

Time Frame: Academic Year 2016-17

Financial Implications: 110K euros per year

Goals: Development of expanded and strengthened Communications, Media, Journalism program, taking full advantage of current academic programming in concert with the Media Hub and the Media Portal.

j. Develop a quality undergraduate program in business administration with curricular offerings which can support current University undergraduate programming.

Point Person: Chief of Academic Affairs

Key Participants: Department Head; Head of Academic Development Unit

Time Frame: 2016-17

Financial Implications: 200K euros

Goals: Development of an undergraduate business program that is interconnected with other degree programs, programming the practical skills essential to all professions.

k. Initiate the planning necessary for the development of an Institute for Translation and Language Studies.

Point Person: Chief for Academic Affairs

Key Participants: Head of Academic Development Unit; Faculty Senate

Time Frame: 2016- 2018

Financial Implications: 350K euros

Goals: Development of an Institute to provide preparation in language studies for entering and ongoing EHU students, as well as providing access to a broader language studies market. The Institute will include studies in the field of translation, both applied and theoretical.

l. To pursue a Joint Master's degree in Tailored Cooperation and Neighborhood Policy, at part of a regional consortium project for Integration and Neighborhood Policy Studies involving university centers across Eastern Europe.

Point Person: Chief for Academic Affairs

Key Participants: Head of Academic Development Unit

Time Frame: 2016-17

Financial Implications: 80K euros

Goals: To provide an advanced degree for future disciplinary professionals in Law, and Public Administration.

3. To continue to encourage the circumstances and possibilities for increased dialogue, potential cooperation and support of the further development of Belarus as a member of the larger European community educationally and politically.

a. Assess the proposal for the development of a Center for Advanced Studies in East-West European Dialogue intended to broaden EHU's scope of action in response to the rising demand for an intellectual hub for Belarus and surrounding region

Point Person: Rector

Key Participants: Chief of Academic Affairs; Head of Academic Development Unit; Chief of Administration

Time Frame: Academic Year 2016-18 and ongoing

Financial Implications: 205K euros

Goals: Establishing the most advanced think tank addressed at **Belarus' role** and place within Eastern Europe's context

- Hub for intellectuals from **Belarus** and beyond to become 1-2 semester fellows within EHU-defined annual area of focus and introducing fellows into lively public policy debate in Vilnius, respective visible workshops and publications
- Offer graduate degree courses and PhD programs bringing together the intellectual and political gulf in the border regions; placing the University as an actor and opinion former in the advancement of an **open society in Belarus**, raising awareness also across the EU, North America and globally, hence and thus strengthening the performance of the EHU Mission.

b. Determine the circumstances and conditions under which an EHU return to Belarus could be realized.

Point Person: Chair of the Board of Governors

Key Participants: Board of Governors; Rector

Time Frame: Fall 2016

Financial Implications: None

Goals: To provide a clear and public institutional statement regarding EHU's aspirations to once again serve Belarusian citizens with a campus in Belarus, including the specific conditions under which that might be possible.

c. Support the Belarus' realization of the goals of the Bologna Process through increased academic and intellectual dialogue.

Point Person: Rector; Chief of Academic Affairs

Key Participants: Head of Academic Development Unit; Chief of Marketing, Communications and Recruitment; Faculty Senate

Time Frame: Academic Year 2016 and 2017 and ongoing

Financial Implications: Limited

Goals: Through conferences, lecture series, visiting scholars and exchanges, open and sustain a dialogue concerning the educational development of higher education within Belarus.

4. To provide financial support for (1) current program requirements, student financial assistance (2) capital projects(3)maintenance projects, and (4) contributions to long-term financial viability at a time when competing claims for resources are intense resulting from enrollment demographics and geopolitical realities.

a. Explore opportunities for increased revenue streams beyond net tuition from full-time students.

Point Person: Board of Governors; Rector

Key Participants: Chief of Academic Affairs; Chief of Administration; Head of Finance Unit

Timeframe: 2016 and ongoing

Financial Implications: See budgetary data

Goals: .Attaining a state of financial sustainability for EHU.

b. Explore opportunities to further reduce operating expenses by identifying potential efficiencies, operational savings, and maintaining a spending discipline that requires thorough review before making a commitment to the annual budget base.

Point Person: Rector; Chief of Administration; Chief of Academic Affairs

Key Participants: Head of Academic Development Unit; Head of Finance Unit; Head of Human Resources and Legal Unit; Department Heads

Timeframe: 2016-17 and ongoing

Financial Implications: None

Goals: Annual expenditures should increase at a slower rate than annual revenue. Expand existing consortial programs in an effort to share resources and reduce expenses. Broaden central purchasing initiatives. Confirm financial objectives for revenue centers, including graduate studies. Review program resource allocations from the standpoint of value added to students/institution and cost effectiveness.

c. Recognize the importance of long-term financial viability by committing to increase donor support through gifts, spending policy discipline and operating budget

Point Persons: Board of Governors; Rector

Key Participants: Chief of Administration; Chief of Academic Affairs; Head of Finance Unit

Time Frame: 2008-09 and ongoing

Financial Implication: To be determined

Goals: Move closer to achieving a balanced budget and sustainable University.

5. To attract the philanthropic interest of alumni and friends of the University and sustain their financial contributions in circumstances of limited alumni giving and in an atmosphere of fierce competition among ever more numerous non-profit organizations.

a. Persuade prospective students, current students and alumni of the value of the EHU alumni network.

Point Person: Alumni Coordinator

Key Participants: Chief of Marketing, Communications and Recruitment; Head of Student Unit

Time Frame: 2016-and ongoing

Financial Implications: Limited

Goals: Incorporate alumni network message in admission materials for the cycle that begins on July 1, 2016. Continue to promote the value of the EHU alumni network to our alumni.

b. Continue to increase levels of alumni engagement, which has a positive effect on alumni philanthropy. Continue to offer events and volunteer opportunities for alumni, and expand alumni involvement in EHU service projects, in the classroom, and in career service contact with students.

Point Person: Alumni Coordinator

Key Participants: Chief of Marketing, Communications and Recruitment

Time Frame: 2016-and ongoing

Financial Implications: Ongoing growth of essential advancement operating budgets, to create new programs and expand existing programs.

Goals: Increase the number of engaged/involved alumni from current (2016) level.

6. To ensure responsible and effective management and administration of the University through quality technology systems and current administrative policies and procedures.

a. Complete the transition from in-house technology services to an effective out-sourced system, including the identification and acquisition of necessary software and hardware upgrades essential to the operation of a University.

Point Person: Chief of Administration; Chief of Academic Affairs

Key Participants: Head of Finance Unit; Head of Human Resources and Legal Unit; Head of Academic Development Unit

Time Frame: 2016-and ongoing

Financial Implications: Technology upgrades – 240K euros

Goals: Upgrade systems to basic level of technological currency.

b. Continue implementing recommended policies and procedures identified through the Rector's audit of July 2016 and the SIDA audit of February 2016.

Point Person: Chief of Administration

Key Participants: Head of Finance Unit; Head of Human Resources and Legal Unit; Head of Academic Development Unit; Faculty Senate

Time Frame: 2016-and ongoing

Financial Implications: None

Goals: To ensure the effectiveness of EHU's operations.

7. To develop state-of-the-art teaching and learning facilities consistent with the academic program offerings and faculty/administrative requirements of the University.

a. Complete plans for the physical transition of University activities to the newly remodeled Boksto facility in Old Town, Vilnius

Point Person: Chief of Administration

Key Participants: Chief of Academic Affairs; Head of Academic Development Unit; Registrar

Time Frame: May 2016

Financial Implications: None

Goals: Transition to the new facilities accomplished by September 2016.

b. Determine the necessary facilities needs that will remain unmet after the move is completed and the Boksto facility is fully occupied.

Point Person: Chief of Administration

Key Participants: Chief of Academic Affairs; Head of Academic Development Unit

Time Frame: May 2016

Financial Implications: Furnishings and basic infrastructure – 250K euros

Goals: The Boksto facility be fully furnished and operational.

8. To Identify and seek effective partnerships with institutions that contribute to EHU's mission and sustainability.

a. Conclude cooperative and collaborative agreements with:

**Eastern European Studies Center, Vilnius, Lithuania
Vytautas Magnus University, Kaunas, Lithuania
Collège d'Europe, Natolin, Warsaw, Poland**

Point Person: Rector,

Key Participants: Board of Governors

Time Frame: 2016 and on going

Financial Implications: Limited

Goals: Develop effective partnerships that strengthen EHU academically and make it more sustainable.

9. To ensure the on-going quality and stability essential to a self-perpetuating Board of Governors.

a. Review all board governance documents ensuring their accuracy and consistency in accord with the revised University Statutes and the University's needs.

Point Person: Rector

Key Participants: Chief of Administration; Board of Governors

Time Frame: 2016and ongoing

Financial Implications: None

Goals: To continue developing the EHU governance structure.

b. Review board membership, committee structure and governor participation in light of University and board needs.

Point Person: Board of Governors Nominations Committee

Key Participants: Rector

Time Frame: June 2016

Financial Implications: None

Goals: To continue developing the EHU governance structures

Attachments:

- A. Strategic Planning Committee Documents –September - 2015**
- B. Additional Planning Documents**
 - 1. EHU Priorities -2014-15**
 - 2. Gant Chart June 2015**
 - 3. Actions Taken – July 2015**
- C. Governing Board’s “Charge to the Rector” – April – 2015**
- D. Rector’s Audit Report – July 2015**
- E. SIDA (KPMG) Audit Report – February 2016**
- F. EHU Budget Information**
- G. Enrollment/Staffing Data by Program**
- H. EHU Institutional and Programmatic Needs and Associated Costs**